Resilience in the Face of Trauma

Experiential ~ Empowerment ~ Excellence
Who’s ready to grow their wellness practices?
Who’s ready to expand their knowledge and skills in resilience?
Celestina Garcia

- UNM & Claremont Graduate University
- Taught 6 grade for 3 years
- Collaborated with teachers/students in 13 LAUSD high schools to develop Service Learning Projects
- Mexico, Africa, China, P.R., Cuba, India
- 2 Full Marathons - Goal is 10
- 100 Mile Walk in 5 Days (10 years)
- Start a nonprofit with $5K and 7 participants
- 2000+ trained in Transformational Leadership Skills
Vision Statement...

- a declaration of objectives intended to guide process
- set the context
- all inclusive of everyone’s voice
My Life is whole, perfect, & complete
AS IT IS
Trauma...

-a shattering/breaking of self-esteem, self-image, basic relationship to life
-calls safety into question
-can be caused by anything
-decided by own inner reality
Permission

- Every individual will experience trauma in different ways and it is essential to validate the person’s experience.

- Their reality is their reality.
An Agent of Change

-Trauma is experienced when an event in a person’s life thrusts them to a place of feeling shattered/broken.

-The shattered/broken state often becomes a place of identification...this is who I now am.

-Developing skills of resilience support to heal past traumas and may reduce time within the experience.
Childhood PTSD

- Myth: all our problems are chemical or psychological
- Truth: it’s neurological
- Early trauma in children can cause actual structural changes in the brain (wired differently)

Source Anna Runkle
Brain Dysregulation

-When Calm: brain activity is even and body responses are emotions are driven in predictable ways.

-In Dysregulation: strong emotions are triggered and thinking changes (i.e. reaction, act out, challenge identifying if words/actions are appropriate)

-Early trauma in children can cause actual structural changes in the brain (wired differently)
Dysregulation: How do you know?

- Feeling spaced out
- Feel scattered
- Tripping over things
- Voice/face is flat or in a rage
- Urge to express
- Can’t feel body
- Emotional flood
- Maybe don’t know.
What to do:

1. Notice you’re dysregulated and say “I’m having an emotional reaction”
2. Be safe - take time and pause
3. Step back - buy yourself some time from the trigger
4. Stomp feet on the floor and say “Right, Left, Right, Left”
5. Press tongue to back of the teeth or sit down
6. Eat Protein foods
7. Wash your hands
8. A good healthy hug or press into a corner of a wall and hug self
Healing Practices Available

- Eye Movement Desensitization & Reprocessing (EMDR)
- Neurofeedback
- Tapping
- Writing
- Meditation
- Physical Movement
- Vigorous Exercise
Writing Practice: Take Inventory

- Get a piece of paper
- Write down all your fears
- Write down all your resentments
  “I have resentments_____ because I have fear____”
- Put it all down (morning/night/when fear comes up)
- Closing: Thank you for revealing and removing these fears. I ask only for knowledge of the will and power to carry it out. (Then sign it)
- Meditate for a few minutes
Healing…

- to restore to health
- to ease or release
- to set right, repair
- to recover from illness or injury
Intention + **Mechanism** = Results
Mechanisms to Support Healing

1. Mindfulness
2. Cognitive Behavioral Theory
3. Guided Visualization
4. Awareness (What is the meaning of this?)
5. Calmness (What do I need to do to live more calmly?)
6. Manifest Courage
7. Shift Inner Conversations
8. Build Flexibility
9. Self-Care tool kit
10. Resilience
11. Resourcefulness
12. Safety notebook
13. Build Voice
14. Build Support Network
15. Live By Your Purpose
Develop out a mechanism to support your students in your classroom:

**Mechanism:** ________________

**Plan of Implementation:**

____________________________________________________________

____________________________________________________________

____________________________________________________________
My Dream/Vision for My Life is...

I Live: ____________________________
I Earn: ____________________________
I Enjoy: ____________________________
I Wear: ____________________________
I Connect with: ______________________
I Participate in: _____________________
I Eat: _____________________________
I Listen to: _________________________
I’m Responsible for: ________________
I Stand for: _________________________

What I get to overcome to achieve this goal is...

___________________________________
___________________________________
___________________________________

The benefit added to my life in achieving this goal is...

___________________________________
___________________________________
___________________________________
Setting a goal will ignite the change process. It is a practice in self-initiated experience of our level of skill to learn a new level of what we know, don’t know, and don’t know what we don’t know.
Whole, Perfect, Complete
resilience...

-the power or ability to return to the original form, position, etc., after being bent, compressed, overstretched; elasticity.

-ability to recover readily from illness, depression, adversity, or the like; buoyancy.
# Healing & Resiliency

Living Life IS ABOUT having ups & downs...our strength is in the bounce!

<table>
<thead>
<tr>
<th>Wholeness</th>
<th>All is in Harmony/Okay</th>
<th>New Student to the School</th>
<th>Start the school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakdown/Broken</td>
<td>Basic Body Needs/Stay Alive</td>
<td>Bullied/Fight</td>
<td>School loses student to car accident</td>
</tr>
<tr>
<td>Basic Survival</td>
<td>5 min Breathing/Water</td>
<td>You're alive/Administration</td>
<td>Students impacted by loss</td>
</tr>
<tr>
<td>Emotions/Beginning Feelings</td>
<td>Awareness to Impact</td>
<td>All the stuff coming up (hurt, sad, angry, trust broken)</td>
<td>Anger, Fear, Regret, Sadness</td>
</tr>
<tr>
<td>Let Go/Compost/Release</td>
<td>Sweat/Release</td>
<td>Journal/Talk/Move</td>
<td>Community Vigil and Counseling</td>
</tr>
<tr>
<td>Passion/Celebration</td>
<td>Movement/Dance</td>
<td>Listen empowering song</td>
<td>Candles, Songs, Memories</td>
</tr>
<tr>
<td>Fire</td>
<td>Cozy/Nurture Self &amp; then Others</td>
<td>Reconnect to Purpose</td>
<td>Connecting/Bonding</td>
</tr>
<tr>
<td>Magic/Teacher</td>
<td>Create/Connect w/Elements</td>
<td>Being to learn self-defense</td>
<td>Memorial Created</td>
</tr>
<tr>
<td>Embracing Duality</td>
<td>Full Responsibility/Lifeing</td>
<td>Knowing/Not Knowing Strength</td>
<td>Life is precious; Death teaches</td>
</tr>
<tr>
<td>Grandmother/Ready</td>
<td>Receive/Wisdom</td>
<td>I survived. I am strong.</td>
<td>Make all moments together count</td>
</tr>
</tbody>
</table>
Regulation of Experience

1. Awareness of the Experience:
   a. What’s Working? What’s Not Working?
2. Feel Safe to Welcome the Experience
3. Acknowledge the Experience as It Is
4. Be Playful/Curious of Experience
5. Allow Experience to Be Neutral
6. Object of the Game is to Create
7. Be Responsible for Your Creation
   a. “Yes, I created that!”
8. Next
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